**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2** | |
| **Theme:** | | **Personal and Public Identities** | |
| **Topic:** | | **The Power of a Story** | |
| **Learning Scenario** | | Students will explore the Aztec and Mayan civilizations through their legends. They will consider known practices and products of the 2 civilizations and will create legends that attempt to explain the unknown. *They will also consider the factors that may have lead to the downfall of the civilizations and will consider how civilizations rise and fall.* Throughout the unit students will read and listen to stories, will engage in role play discussing practice and products and will create their own legend. | |
| **Standard(s):** | |  | |
| **Desired Results** | | | |
| **Understandings** | | Stories explain the known and unknown.  We learn about ourselves through our stories. | |
| **Essential Questions** | | Why are legends important?  What is your story? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Describe what Aztec/Maya life was like | | | Imperfect/ food, games, calendar, daily routines |
| Read and understand legends | | | Vocabulary/preterite/imperfect |
| Name the parts/characters/settings of legends | | | Vocabulary:*el personaje, la princesa, el emperador, el héroe*, etc. |
| Describe the message of a legend | | | Es importante, Es necesario, Es buena/mala idea |
| Write a legend | | | Distinguish between preterite/imperfect; adverb clauses(un día, normalmente, etc.) |
| Talk about life when younger | | | Distinguish between preterite/imperfect |
| Ask and answer questions about the past | | | Interrogatives/preterite/imperfect |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read a short legend and answer questions. Compare this legend to one read in class. | | |
| Interpersonal | Ask and answer questions about student’s lives when they were younger; have students pretend to be characters from the legends they read. | | |
| Presentational | Leyenda project: Write a legend using the preterite and imperfect. Present this legend using Photo Story. Include pictures, text, music, and dialogue | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| 1. Write a paragraph describing one aspect of Aztec/Maya life (imperfect). 2. Partner quizzes over conjugations?? 3. Read legends and write their messages (es importante, etc.) – Use legends from miscositas.com | | | 1. At the start of the unit write a question about the daily life of the Aztec/Maya. At the end of the unit, answer this question in a paragraph (interrogatives/imperfect). At beginning of unit, write question in English. Towards the end of the unit, post question and paragraph in Spanish on wiki?? |
| Learning Activities | | | |
| 1. Read *El fuego y el tlacuache* on pages 214-215 in *Avancemos*. Before reading, have students make predictions based on the title and the pictures about what they think the legend will explain. Read the legend aloud as a class and ask comprehension questions throughout. Then, have students re-read the legend with their partners and complete a worksheet that outlines the parts of a legend. After reading, students should identify the message and write a reflection on their prediction. 2. To introduce the imperfect, re-read the legend *El fuego y el tlacuache* on pages 214-215 in the *Avancemos* text book (make copies for students). Read the story to the students and as they are reading along/listening, have them underline verbs that look “weird”. Make a list of the verbs that students underlined together. Then pass out worksheet where students will separate the verbs that with –aba and –ía endings. They will also write what they think the infinitive form is for each verb. As they do this, they will begin to see that –ar verbs end in –aba and –er/-ir verbs end in –ía. Discuss and complete charts as a class. Do the same thing with the irregular verbs on the other side. 3. To practice the interrogatives and asking/answering questions in the past, write several questions on the board and ask them one by one. Give students time to ask their partners and discuss answers. Each day, modify the activity a little bit. First, give the whole question, then give the interrogative word, and then give a topic to ask about where the student has to create the whole question. 4. To practice conjugations and interrogatives, create slides that include a subject, an infinitive, and question words. Have students create their own sentences by correctly conjugating the verb for the subject. 5. To introduce the preterite vs. the imperfect, give each student a copy of the legend *Los novios*. Read the introduction together and go over the vocabulary. Read the legend out loud to the class, asking comprehension questions as you go. Then, have students re-read the legend with a partner and use 2 different colors to highlight: 1 color for preterite verbs, the other for imperfect verbs. Give students 5-10 minutes to discuss what they think the difference is between the preterite and the imperfect. Then, discuss reasons as a class and introduce key words that indicate whether the preterite or imperfect should be used. 6. Listening: Practice listening comprehension by watching the PhotoStory legends listed below. Before beginning, review important vocabulary they will hear and make predictions about the message by using the title. After watching a few times, students can complete the activity and write a short paragraph to explain why their prediction was or was not correct. | | | |
| Resources | | | |
| *Avancemos 2* text  <http://www.mexica.net/nahuatl>  <http://www.miscositas.com/cuentos.html>  <http://www.youtube.com/watch?v=tLMR7hBpUcg>: leyenda maya de IxChel (YouTube)  <http://www.youtube.com/watch?v=3kBM-_FVMng> : leyenda maya “Porque el perro mueve su cola” (YouTube)  <http://www.youtube.com/watch?v=kimX-rwPmyk>: El día de los muertos (YouTube) | | | |